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Is it fair that the many thousands of students in the newer parts of the country who have no chance to take Latin in the high schools they attend, where they yet prepare for entrance to certain courses in very respectable colleges, should be forever cut off from the chance of getting Latin? This question is likely to be asked more and more insistently. The purpose of this paragraph is to state problems, not to solve them. It is clear that Latin teaching will yet furnish much material for experiments and discussson. Latin is a dead language, but a live subject.

C. H. THURBER

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## NOTES

THE SCHOOL REVIEW and the *Educational Review* have resigned from the Educational Press Association. The SCHOOL REVIEW has had this step in contemplation for sometime. The objects of the Educational Press Association, so far as they have been developed, are such that in the very nature of the case the SCHOOL REVIEW could have no share in them. The membership of the Association is made up, with few exceptions, of publications of the newspaper type, appearing many of them weekly, the aims and methods of which are essentially different from those of a magazine of the character of the SCHOOL REVIEW. Membership in the Association has in the past subjected the SCHOOL REVIEW to misunderstanding and criticism and would doubtless do so in the future. Purely commercial aims have always been subordinate with this magazine and must always remain so.

WE desire to call especial attention to the second (revised) edition of the *List of Books recommended for a High-School Classical Library*, by a committee of the Michigan Schoolmasters Club. In its original form, as distributed at the time of classical conference in Ann Arbor, an edition of three thousand copies of the list has been exhausted. This new edition has been edited with great care by Clarence Linton Meader, instructor in Latin in the University of Michigan. An introductory note by Professor Francis W. Kelsey, admirably explains the uses which the list will serve. The cost of the entire collection is placed at about twelve hundred dollars. Professor Kelsey shows how to go about the gradual accumulation of the library, and, in particular, tells how to spend the first fifty dollars to best advantage. This list is of indispensable value to every teacher of the classics, to whom it is as fundamentally necessary as a hammer to a carpenter. (The Macmillan Co.)

THE *Bibliography of Education*, by Will. S. Monroe, the latest volume in the International Educational Series, edited by Dr. Wm. T. Harris, is a work of

almost indispensable value to the teacher. The Bibliography covers 179 pages exclusive of a very full and exceedingly useful index, and a list of publishers following the preface. There is a careful classification of the titles, a very considerable number of which are followed by some critical estimate of the books. The work is substantially along the lines of Hall's *Bibliography of Education*. Without doubt one of the greatest services to the study of history in the United States was rendered by President C. K. Adams' *Manual of Historical Literature*. Will not some self-sacrificing scholar soon appear who will have the time and patience to prepare a similar manual of pedagogical literature? The labor of all bibliographical work is enormous and yet it is the most indispensable of all work for the progress of any science. Mr. Monroe's toil has smoothed the path for many of his fellow-workers.

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## BOOK REVIEWS

*Selections from the History of Alexander the Great.* By QUINTIUS CURTIUS RUFUS. Edited with notes and vocabulary by WILLIAM HUMPHREYS, PH.D., formerly instructor in Latin in Princeton University. Ginn & Co., School Classics Series.

THIS little book contains 226 pages, distributed as follows: Introduction 19 pages, Text 42, Notes 43, General Vocabulary 100, Word Groups 22. The book contains all necessary maps and plans and the few illustrations which are indispensable in giving the pupil an accurate idea of the meaning of such words as *caduceus*, *ingum*, *sarissa*. The vocabulary is full, emphasizes root meanings and contains references to passages in which the word appears in the text. How far all instances of the use of the word in the text are given we are not informed. A brief prefatory note to the vocabulary giving information on this and other points would have enhanced the usefulness of this part of the book. The General Vocabulary is supplemented by Word Groups at the end of the book and synonyms at the bottoms of the pages of text—both praiseworthy features of the "Schools Classics Series."

The giving of help to the pupil by arranging the words of the text in what is supposed to be the natural English order as is done on pp. 60, 64 and 84, blinds the pupil to the meaning of Latin word order and retards the pupil's entrance into the Latin forms of thought. The method adopted of supplying in the notes Latin words supposed to be omitted, in some cases is likely to give the pupil conceptions quite